

**ROLE OF INFORMATION LITERACY PROGRAMS IN ENHANCING  
INFORMATION ACCESS IN PRIVATE INSTITUTIONS OF HIGHER LEARNING: A  
CASE OF MARIST INTERNATIONAL UNIVERSITY COLLEGE.**

**OWIRA, EDGAR OMONDI**

**A RESEARCH PROJECT PRESENTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF LIBRARY  
AND INFORMATION SCIENCE, DEPARTMENT OF LIBRARY AND INFORMATION  
SCIENCE, UNIVERSITY OF NAIROBI**

**2015**

## DECLARATION

This is my original work and has not been presented for award of a degree in any other university.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Owira, Edgar Omondi**

Registration Number: C54/72841/2014

The research Proposal has been submitted for examination with my approval as the university supervisor.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Dr. George Mwangi Kingori**

**Department of Library and Information Science**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Dr. Elisha Ondieki Makori**

**Department of Library and Information Science**

## ACKNOWLEDGEMENTS

As with any journey, there is a beginning, middle, and an end. This particular journey has been interesting, fraught with tiredness, and, at times, made me wonder why I was so sure I wanted a master's degree. At the end of the day, I know it was the right choice for me. I have always believed deciding to pursue this second degree has to do with persistence and I have found this to be especially true.

My profound gratitude to Almighty God, for the gifts of life, courage and strength He has given to me, for having successfully completed my studies peacefully. I sincerely thank each member of my family who continue to pray for me and for your patience, love, support and kindness during my period of study.

In addition, I would like to express my sincere gratitude to my supervisors Dr George Mwangi King'ori and Dr Elisha Ondieki Makori for the tireless support and supervision they have accorded me since I started writing this research project report. I am also thankful to members of staff of the department of information science at University of Nairobi for their warm and friendly nature whenever I needed their assistance. To my lecturers and fellow students I appreciate the guidance and time we spent toiling to achieve this milestone.

Special thanks go to members of staff at MIUC library for their cooperation during this course- specifically to Mr. Samuel Mbogo for offering to assist me with his invaluable knowledge, may God continue blessing you.

For those who I have not mentioned please accept my gratitude, you might not be mentioned but your names are forever engraved in my heart for your input towards the completion of this study. Thank you and God bless you all.

## **DEDICATION**

This work is dedicated to my family; and most importantly to parents; Mr. & Mrs. Owira for their support and for teaching me so many lessons in life particularly never to give up. To my friends for cheering me and encouraging me to be the best I can.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ALA</b>	American Library Association
<b>CHE</b>	Commission for Higher Education
<b>CUE</b>	Commission for University Education
<b>IL</b>	Information Literacy
<b>INASP</b>	International Network for the Availability of Scientific Publications
<b>KLISC</b>	Kenya Library and Information Services Consortium
<b>MIUC</b>	Marist International University College
<b>PERI</b>	Program for the Enhancement of Research Information

## ABSTRACT

The aim of the study was to investigate the role of information literacy programs in enhancing information access in institutions of higher learning. The objectives of the study were to: examine the perception of Students towards information literacy programs; identify the availability of resources for teaching and learning information literacy; find out the instructional methods used in offering information literacy programs; determine the level of collaboration between the library staff and the faculty; find out the major challenges encountered in the provision of information literacy programs and suggest ways of addressing the challenges. The study used descriptive design method and the sample comprised 46 respondents made up of 42 students and 4 library staff from Marist International University College. The study used both questionnaires and interview guides as the data collection instruments. Major findings of this study show that the Students have a positive attitude towards Information Literacy programs. It was noted that there are adequate, relevant and up to date teaching and learning resources while instructional methods were found to be effective. The collaboration between faculty and librarians was also found to be conducive. The program is also faced by a myriad of challenges such as non inclusion of some categories of students, lack of training in teaching methods and lack of computer literacy skills among students and staffs. The study recommends that library staff collaborate with the faculty especially in the development and evaluation of an acceptable curriculum. Teaching methodologies by the library staff should be improve by carrying out regular evaluations to find out their shortcomings and rectify them accordingly. The students should inculcate a positive attitude towards information literacy. Students should also acquire other related skills such as computer literacy skills that are a prerequisite for one to become a competent information literate person. The institutions of higher learning should be well equipped with adequate and up-to-date resources to support IL curriculum. Institution of higher learning will also benefit from the findings of this research as they will be able to understand the problems facing the teaching of information literacy and therefore come up with measures to address those problems.

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS .....	iii
DEDICATION .....	iv
LIST OF ABBREVIATIONS AND ACRONYMS .....	v
ABSTRACT .....	vi
TABLE OF CONTENTS .....	vii
LIST OF TABLES .....	xii
LIST OF FIGURES .....	xiii
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1 Introduction .....	1
1.2 Background to the Study .....	1
1.2.1 Evolution of Information Literacy .....	3
1.2.1.1 Information Literacy in a Global Context .....	3
1.2.1.2 Information Literacy in the African Context .....	5
1.2.1.3 Information Literacy in the Kenyan Context .....	6
1.2.1.4 Kenya Library and Information Services Consortium (KLISC) .....	6
1.2.1.5 Commission of Higher Education .....	7
1.2.2 Context of the Study .....	9
1.3 Statement of the Problem .....	10
1.4 Aim of the Study .....	11
1.4.1 Objectives of the study .....	11
1.5 Research Questions .....	12
1.6 Significance of the Study .....	12
1.6.1 Practical Significance .....	12
1.6.2 Theoretical Significance .....	13
1.6.3 Policy Significance .....	13

1.7	Scope of the Study.....	13
1.8	Limitations of the Study.....	14
1.9	Operational Terms and Concepts .....	14
1.10	Chapter Summary.....	15
CHAPTER TWO .....		16
LITERATURE REVIEW .....		16
2.1	Introduction.....	16
2.2	Collaboration between the Library Staff and the Faculty .....	16
2.3	Resources for Teaching and Learning Information Literacy .....	18
2.4	Perception of Students towards Information Literacy Programs .....	19
2.5	Instructional Methods Used in Offering Information Literacy Programs.....	19
2.6	Major Challenges Encountered in the Provision of Information Literacy .....	21
2.6.1	Inadequate Resources.....	22
2.6.2	Lack of Policy Guidelines.....	23
2.6.3	Digital Divide.....	24
2.6.4	Poor Scheduling.....	24
2.6.5	Poor Information Literacy Background .....	25
2.6.5	Lack of Collaboration between Faculty and Librarians .....	25
2.7	Conceptual Framework.....	26
2.8	Chapter Summary .....	28
CHAPTER THREE.....		29
RESEARCH METHODOLOGY.....		29
3.1	Introduction.....	29
3.2	Research Design.....	29
3.3	Area of Study .....	30
3.4	Target Population.....	30

3.5 Sampling and Sampling Techniques.....	30
3.5.1 Sampling Size .....	30
3.5.2 Sampling Technique .....	31
3.6 Data Collection Methods .....	32
3.6.1 Questionnaires.....	32
3.6.2 Interview Guides .....	33
3.7 Research Instruments .....	33
3.7.1 Pilot Study.....	34
3.7.2 Validity .....	34
3.7.3 Reliability.....	35
3.8 Data Collection Procedures.....	35
3.9 Data Analysis .....	35
3.10 Ethical Considerations .....	36
3.11 Chapter Summary .....	37
CHAPTER FOUR.....	38
DATA ANALYSIS, INTERPRETATION AND PRESENTATION .....	38
4.1 Introduction.....	38
4.2 Questionnaire Response Rate.....	38
4.3 Gender of Respondents .....	39
4.4 Age of Respondents .....	40
4.5 Year of study.....	41
4.6 Cooperation between Library Staff and Faculty .....	42
4.7 Relationships between Lecturers and Library Staff.....	43
4.8 IL Curriculum was developed by both librarians and lecturers .....	44
4.9 Administrators Support in provision of Information Literacy .....	46
4.10 Adequacy of Resources to Support Information Literacy Programs .....	46

4.11 Currency of Information Resources .....	47
4.12 Relevancy of IL Resources .....	48
4.13 Interest of Students on IL.....	50
4.14 Students do their Assignments on Time and Satisfactorily .....	50
4.15 Students' Attitude towards IL.....	51
4.16 Methods used to teach IL are effective .....	52
4.17 Knowledgeable Instructors .....	53
4.18 Supportive Instructors.....	54
4.19 Teaching Methodologies.....	55
4.20 Collaboration between Faculty and the Librarians .....	56
4.21 Adequacy of Teaching Resources.....	57
4.22 Support from Administrators .....	57
4.23 Interest for Information Literacy Skills .....	58
4.24 Major challenges facing IL Programs.....	59
CHAPTER FIVE .....	61
SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS .....	61
5.1 Introduction.....	61
5.2 Summary of the Findings .....	61
5.2.1 Perception of Students towards information literacy programs .....	62
5.2.2 Availability of resources for teaching and learning information literacy .....	62
5.2.3 The instructional methods used in offering information literacy programs.....	62
5.2.4 The collaboration between the library staff and the faculty.....	63
5.2.5 The major challenges encountered in the provision of information literacy programs	63
5.3 Conclusion .....	63
5.4 Recommendations .....	64
5.4.4 Institutions of Higher Learning.....	65

5.5 Suggestions for Further Research .....	65
REFERENCE .....	66
APPENDIX I .....	70
INTRODUCTION LETTER.....	70
APPENDIX II .....	71
QUESTIONNAIRE FOR STUDENTS .....	71
APPENDIX III.....	74
INTERVIEW GUIDE FOR LIBRARY STAFF.....	74

## LIST OF TABLES

Table 4.1: Questionnaire Response Rate .....	39
Table 4.2: Gender of Respondents .....	39
Table 4.3: IL Curriculum Development.....	45
Table 4.4: Support from Administrators .....	46
Table 4.5: Adequacy of Resources .....	47
Table 4.6: Current Information Resources.....	48
Table 4.7: Relevancy of Resources.....	49
Table 4.8: Interest towards IL.....	50
Table 4.9: Assignments.....	51
Table 4.10: Attitude .....	52
Table 4.11: Effectiveness of Teaching Methods.....	53
Table 4.12: Teaching Methodologies.....	56
Table 4.13: Adequate Teaching Resources.....	57

## LIST OF FIGURES

Figure 1.1: Role of Information Literacy Programs in Enhancing Information Access.....	27
Figure 4.2: Age of Respondents.....	40
Figure 4.3: Year of Study.....	41
Figure 4.4: Cooperation between library and faculty .....	43
Figure 4.5: Relationship between lecturers & library Staff .....	44
Figure 4.6: IL Curriculum was Developed by Both Librarians and Lecturers .....	45
Figure 4.7: Relevancy of the Resources.....	49
Figure 4.8: Knowledgeable Instructors .....	54
Figure 4.9: Supportive Instructors .....	55
Figure 4.10: Collaboration between Faculty and Librarians.....	56
Figure 4.11: Support from Administrators.....	58
Figure 4.12: Interest in IL Skills .....	59

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter presents the background information to the study, statement of the problem, objectives of the study and the research questions. In addition, it gives the justification for the study together with the scope and limitations, and definition of the terms used.

#### **1.2 Background to the Study**

According to Bothma et al (2014:4), information literacy can be defined as the ability to know when the information is needed, to be able to find the information, to evaluate the information and use the information that has been found. According to Zhang, Majid and Foo (2010), the term ‘information literacy’ was coined by Paul Zurkowski in the 1970s. Since then, the concept has been adopted mainly by information specialists, and promulgated worldwide through the work of the National Forum for Information Literacy and the American Library Association (ALA). Similarly, the Commission for University Education (2014) defines information literacy as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use the information effectively.

The American Library Association (2010) defines information literacy as a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. ALA acknowledges that information literacy is increasingly important in the contemporary environment of rapid technological change

and proliferating information resources. As a result of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices in their academic studies, in the workplace, and in their personal lives. ALA observes that information is available through libraries, community centres, special interest organizations, media, and the Internet and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively. Hence, information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables Students to master content and extend their investigations, become more self-directed, and assume greater control over their own learning (American Library Association, 2000).

Zhang, Majid and Foo (2014) observes that, a literate person is required to possess skills such as being able to recognize the need for information, to effectively access, evaluate and creatively use it. Information literacy involves six main stages, namely; task definition, information seeking strategies, location and access, use of information, synthesis and evaluation. Similarly, Bothma et al (2014:5) identifies ten major steps required to execute an information task, which build on each other, and formulate a total and systematic approach to being information literate. They include: being able to recognize the need for information; ability to recognize the need for accurate and complete information; ability to formulate questions based on needs; being able to

identify potential sources of information; being able to develop successful search strategies; ability to access sources including computer-based and other technology; ability to evaluate information; ability to organize information for practical application; ability to integrate new information into an existing body of knowledge; and being able to use information in critical thinking and problem solving. Information literacy is therefore an important tool that has the potential to make Students self-reliant thus giving them a sense of being in control of their learning endeavours.

## **1.2.1 Evolution of Information Literacy**

### **1.2.1.1 Information Literacy in a Global Context**

The history of information literacy is closely tied to that of the development in education, library services, the information industry and both the bibliographic instruction and the information literacy instruction movements, especially in academic libraries and school library media centers (Gilton, 2015). According to Lerner (1999:13), libraries have been around for more than five thousand years. This was evident in Mesopotamia, the land we now call Iraq, where the Sumerians invented writing. The ancient Greeks also had museums and temples that functioned like libraries. On the northern coast of Egypt, there was the Museum of the Alexandria, which was a centre of scholarship. The library was housed within the museum which was manned by dedicated librarians. The library collected the classic books of Greek poetry and its scholars, edited and arranged them and made them available for copying by the public. The need for information literacy in the Alexandrian library was dire due to the fact that the library staff received many books that were in every state of incompleteness and preservation. Most of them had no title page, table of contents, or index, no chapter headings or running titles. Sometimes

the books had no author or title. A librarian was appointed by the king, and had to be courtier as well as a scholar. Hence, he served as a tutor to the children of the royal family, and selected books for the king's reading. This could be regarded as some form of information literacy Lerner, (1999:13). Furthermore, the librarians who were chosen from among the leaders of Alexandrian intellectual life often advised the king on political as well as literary matters (Lerner, 1999:21).

Information instruction activities can also be traced in German universities in the 1700s. Libraries were then in the form of collections of books and manuscripts and were mostly found in monasteries, universities, and private homes of the affluent. Most librarians at that time were monks, professors, teachers, and other interested people who would maintain collections, either in addition to other duties, or as a vocation (Lerner, 1999:22).

A fully fledged use of information literacy in educational institutions as we know it today was established by the American Association of School Librarians when information literacy was embraced as an essential component of K-12 education (Program covers Kindergarten and 12 years of basic education - six years of primary education, four years of Junior High School, and two years of Senior High School in the U.S.A) in their 1988 publication entitled *Information Power*. The organization later published the *Information Literacy Standards for Student Learning* which was incorporated into the 1998 edition of *Information Power* (Gilton, 2015).

In the early and middle 20<sup>th</sup> century, the size of library collections had increased tremendously and libraries were becoming complex entities which meant that the collections and presentation of information was not enough to quench readers thirst for information. There was an urgent

need for value additions to the library services in the form of library orientation and bibliographic instruction, with the aim of training the library user in identifying, selecting, locating and retrieving relevant information resources. This would ensure that the library collections were used more effectively.

The information explosion of the late 20th century created more challenges in terms of access, retrieval, evaluation and use of information. This situation subsequently gave birth to the concept of information literacy. Readers and researchers were suddenly faced with myriad choices of information in both print and electronic media. The electronic media, however, does not guarantee the quality of the information it contains as is inherent in print media, where the content passes through several checks such as other authors, editors, reviewers and publishers and possibly through recommendations by tutors, to the learner. The quality, authenticity, validity and reliability of some of the materials in electronic format accessed through the internet cannot therefore be guaranteed (Idiodi, 2005). To surmount this challenge, information literacy has become more important in order to instill important skills that enable Students to access, retrieve, evaluate and use information efficiently and ethically.

#### **1.2.1.2 Information Literacy in the African Context**

In Africa, information literacy pace increased in 1990s through 2000s with the emergence of automated libraries. However, as noted by Darch and Underwood (2002), in Africa, access to e-resources was characterized by poor network infrastructure, inadequate computers and reluctance in acceptance of new technologies within the socio-economic framework of a society in the name of techno-phobia. The inherent strong focus in many African societies on recorded text as the most acceptable form of information has tended to relegate information literacy to the back seat.

### **1.2.1.3 Information Literacy in the Kenyan Context**

In Kenya, information literacy programs are as old as the academic libraries themselves. A study carried out by King'ori et al (2012) established that many public and private universities in Kenya had introduced various information literacy initiatives by 1980, although they lacked a systematic approach and a policy framework. King'ori et al (2012) in their study reports the presence of library user education in some colleges, way back in 1980s.

By 1990s, information literacy had increasingly become a necessity owing to information explosion especially generated through the Internet. The institutions of higher learning in Kenya who are some of the greatest consumers of this information were forced to embrace information literacy instruction programs after realizing the inadequacies of the traditional library orientation and user education programs. Communication skills, another common undergraduate unit introduced in the 1990s by many universities, although having a component known as library skills was also not fully addressing the information needs created by emerging new technologies (King'ori et al, 2012).

### **1.2.1.4 Kenya Library and Information Services Consortium (KLISC)**

By the year 2000, many universities and colleges had started grappling with the high cost of subscription to electronic resources that had become popular with students and faculty, mainly due to their high academic quality. To circumvent this problem, in the year 2003, a consortium by the name Kenya Library and Information Services Consortium (KLISC) was founded. Its main objective was to enable a collective subscription to electronic resources to cope with the increasing cost of information resources. Through this consortium, member institutions were able to subscribe to a number of popular academic e-journals, e-books and e-databases under the

umbrella of Program for the Enhancement of Research Information (PERI) through the collaboration of the International Network for the Availability of Scientific Publications (INASP). The KLISC Consortium draws its membership from universities, research institutions, government agencies, colleges, public and national libraries among others. By the year 2015, KLISC had facilitated numerous training workshops geared towards sharpening library staff skills on how to deliver information literacy instructions to assist users maximize exploitation of electronic information resources.

Although these emerging technologies have resulted in a lot of information being made available, the major challenge has been the ability to sieve through this information overload to quickly get access to accurate and quality information. It is therefore important that information users acquire essential information skills that will enable them use information resources more efficiently and effectively.

#### **1.2.1.5 Commission of Higher Education**

In recognition of the importance of information literacy at institutions of higher learning, in 2007, the Commission for Higher Education (2007) came up with the Standards and Guidelines for University Libraries in Kenya regarding information literacy and competency. On 24 September 2012, the Universities Bill 2012 was published in the Kenya gazette supplement 121 and signed by Higher Education, Science and Technology Minister Margaret Kamar, abolishing the decades-old Commission for Higher Education (CHE), which had hitherto regulated the sector, and replaced it with the Commission for University Education (CUE). The bill came into force in early 2013 (Waruru, 2012).

The newly created Commission for University Education (CUE) came up with new Information Literacy and Competency guidelines in 2014 (Commission for University Education (2014). The new guidelines stipulated that:

- The librarians, in partnership with the faculty, shall provide information and instruction to all users through a well-structured information literacy competency program; Universities Standards and Guidelines;
- The information literacy and competency program shall be integrated in all the academic programs of the university under common units at both undergraduate and post graduate levels;
- The library shall develop and implement the curriculum to meet the emerging information literacy needs of the students and faculty;
- The curriculum shall be reviewed every five years to ensure integration of new trends;
- Information literacy and competency programs shall be taught by librarians; and
- The library shall prepare an information literacy policy.

Based on these standards and guidelines, every institution of higher learning is expected to implement information literacy programs and update them regularly.

### **1.2.2 Context of the Study**

The Marist International University College (MIUC) is an academic institution consisting of a student population of approximately 500 and full time staff both administrative and academic adding up to 90.

MIUC was officially recognized as a Constituent College of The Catholic University of Eastern Africa (CUEA) in May 2002. The College, then Marist International Centre, was established in 1986 as a post-novitiate formation centre in Nairobi. It is founded on Christian principles. It is located in Karen area – Marist Lane off Langata Road – 10 kms away from Nairobi City. This serene environment provides a conducive atmosphere for learning. MIUC offers Degree, Diploma and Certificate programs, with the main Degree course, being Bachelor of Education (both Science and Arts). As a Constituent College of CUEA, MIUC is focused on producing highly trained and well-formed teachers who will make a difference in the education sector in Kenya and beyond.

Apart from the Degree and Diploma programs in Education, MIUC also offers a wide range of Diploma courses in Business and Social Sciences; that is, Diploma in Business Management, Advanced Diploma in Business Management, Diploma in Development Studies and Social Work, Advanced Diploma in Social Work and Diploma in ICT.

The MIUC acknowledges that education is a progressive activity and, as an institution that champions education for all, it has mounted University Access Programs (UAPs), including Bridging courses in Mathematics and English, Access Certificate and Pre-University all tailored

for students who did not meet the required University entry grades thereby giving them a second chance to pursue their careers.

As a Christian institution of higher learning, the MIUC's Mission is to produce graduates who are agents of liberation, transformation and development of humanity in tandem with its motto: "You are the Light of the World." (MIUC, 2012:1).

Being an institution of higher learning, the Diploma and Degree programs entail tuition and research work; this means that there is creation of knowledge through learning, teaching and research activities. As such, the patrons of MIUC library need to be information literate so that they know how to go about accessing electronic scholarly information materials for the purpose of research within the college, to ensure that students and staff have easy access to electronic scholarly information materials. This can happen most effectively only if staff and students of MIUC are able to apply information literacy skills in their use of the information resources available.

### **1.3 Statement of the Problem**

Many institutions of higher learning are incorporating information literacy programs into their curriculum after realizing the benefits they generate to both students and faculty alike. Information literacy has proved to be essential in supporting teaching and learning as it imparts critical information searching and evaluation skills to Students, thus making them efficient and independent information users. This fact is affirmed by Idiodi (2005) when she noted that information literacy has gradually become a strategic issue for tertiary institutions, where the emphasis is placed on teaching and learning strategies that deliver the skills needed by students to succeed in an increasingly competitive work environment.

Although information literacy programs have been developed in western countries such as the US through the efforts of the American Library Association (ALA), these programs are tailor made for those countries and may not necessarily be applicable to African countries that have different dynamics and limited resources. Furthermore, in Africa, and especially in Kenya, information literacy programs in institutions of higher learning are new as observed by Maina (2014). This has created a myriad of constraints that need to be studied and addressed. Some of those constraints include work overload for library staff, lack of proper collaboration from faculty, lack of support from the administration and lack of adequate teaching and learning resources. It is also imperative that an empirical study is carried out to find out the perception of Students towards this program and establish their impacts to the Students.

The study conducted in these areas is either lacking, too outdated or carried out in a different geographical area. It is therefore necessary to carry out an empirical study to establish the role of information literacy programs in enhancing information access in institutions of higher learning.

#### **1.4 Aim of the Study**

The aim of the study was to investigate the role of information literacy programs in enhancing information access in private institutions of higher learning: a case of Marist International University College.

##### **1.4.1 Objectives of the study**

The specific objectives of the study were to:

- i. Examine the perception of Students towards information literacy programs
- ii. Identify the availability of resources for teaching and learning information literacy

- iii. Find out the instructional methods used in offering information literacy programs
- iv. Determine the level of collaboration between the library staff and the faculty
- v. Find out the major challenges encountered in the provision of information literacy programs
- vi. Find out suggestions for improving information literacy programs to enhance information retrieval in institutions of higher learning.

## **1.5 Research Questions**

- i. What is the perception of Students towards information literacy?
- ii. Are there teaching and learning resources available for information literacy?
- iii. Which instructional methods used in offering information literacy programs?
- iv. What is the level of collaboration between the library staff and the faculty?
- v. What are the major challenges encountered in the provision of information literacy programs?
- vi. What recommendations can be offered to improve information literacy programs in institutions of higher learning?

## **1.6 Significance of the Study**

There are many parties that will benefit from the findings of this study.

### **1.6.1 Practical Significance**

Institutions of higher learning such as Marist International University College will find the study findings resourceful. It will provide insights on the best methods of delivering information literacy instructions. The institutions of higher learning will also benefit from the findings of this

research as they will be able to understand the problems facing the teaching of information literacy and therefore come up with measures to address those problems. The recommendations of the study will also go a long way in answering some of those challenges.

### **1.6.2 Theoretical Significance**

This study will add new knowledge to the existing body of knowledge in the area of information literacy. Therefore, other researchers will benefit from it as they will have a reference tool to refer to and build on it to generate new knowledge. The study will also help researchers to come up with information literacy theories to help in understanding the discipline.

### **1.6.3 Policy Significance**

The study will be an eye opener to other institutions of higher learning, especially when formulating policies in the area of information literacy.

## **1.7 Scope of the Study**

The study focused on the role of information literacy programs in institutions of higher learning. It was a case study of Marist International University College, Nairobi in Kenya. The study focused on staff teaching information literacy and students undertaking that course unit. The study involved collecting data from both staff and students as they were the main informants for this study and therefore was expected to provide the required data. The data was important as it enabled the researcher to gain more knowledge on the role of information literacy programs in enhancing information access in private institutions of higher learning.

## **1.8 Limitations of the Study**

The study of this nature encountered several hurdles in the process of researching, writing, collecting data and analyzing data. For instance, the researcher opted to study only Marist International University College as much as there are other institutions of higher learning in Nairobi and other parts of the country. The reason for this was the time constraints on the part of the researcher. Some respondents were not able to return questionnaires on time due to apathy, tight schedule or other unforeseeable reasons. To counter this challenge, the researcher distributed the questionnaires and collected them on the same day or within the week. A research of this magnitude also required adequate funding. The researcher was self sponsored and therefore, funds to finance this study were not adequated. However, the researcher utilized the available financial resources to the maximum by avoiding unnecessary expenditure.

## **1.9 Operational Terms and Concepts**

The following are the definitions and clarifications of operational key terms to be used in the study.

### **Information**

It is the knowledge that you get about someone or something: facts or details about a subject

### **Literacy**

The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.

### **Information Literacy**

The ability to find the information that one requires, analyze it, evaluate it and finally use it to make a decision or solve a problem.

**Librarian**

An Individual who takes care of a library and its contents, the work includes selection of stock, its arrangement and exploitation in the widest sense and the provision of a range of services in the best interest of all groups of users.

**Academic librarian**

An Individual, who manages, organizes, evaluates and disseminates information, providing support to members of an academic community including students, researchers and lecturing staff.

**Learning resources**

Texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning.

**Private Institutions**

An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or not-for-profit.

**1.10 Chapter Summary**

This chapter sets out the framework for the research. It gives an introduction and background to the study that covers the historical trend of information literacy programs from ancient time to the present. It has also given the statement of the problem stating the specific problem that the study tackled. The purpose of the study followed by the objectives of the study and research questions was given. The significance of the study, scope of the study, limitations of the study and definitions of terms and concepts to be used in the study have also been covered.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

According to Leedy and Ormrod (2010:66), literature review refers to the theoretical perspectives and previous research findings regarding the problem at hand. Its function is to look against what others have done in areas that are similar, though not necessarily identical to one's own area of investigation. This chapter reviews literature written about the role of information literacy programs in enhancing information access in institutions of higher learning. Specifically, it reviews the literature on collaboration between the library staff and the faculty, teaching and learning resources for information literacy, perception of Students towards information literacy programs, instructional methods, and major challenges facing the teaching of information literacy. This chapter also provides a conceptual framework for this study, which is a visual representation of the interrelated variables. The chapter ends with a summary of the review of related literature. The review is conducted from a variety of information resources such as research works, journals, published and unpublished documents, among others.

#### **2.2 Collaboration between the Library Staff and the Faculty**

It is apparent that for there to be a successful information literacy program, a strong collaboration between librarians and teaching faculty in all aspects of the course is necessary Reed et al (2007). The collaboration should be in areas such as: curricular development, assignment development, in-class teaching, office hours for individual student development and assessment activities. The need for collaboration is reinforced by a study carried out by Reed et al (2007)

established that where such collaboration is strong, the results are strong increases in information literacy from this collaborative approach. Specifically, the faculty and librarians were found to feel positive about the collaborative experience as the integration of librarians into university courses has benefits in terms of increases in student information literacy and increases in librarian knowledge of faculty expectations.

However, collaboration between the library and the faculty is not always easy as observed by West (2013), when he noted that, the traditional library instruction is often completed with little collaboration between instructor and library staff. Usually, a teacher contacts the librarian and requests a session that will help students complete a particular assignment. The librarian visits the class, teaches the skills that students will use for the particular assignment, and expresses how important it is for students to ask for help with research. These short Information Literacy sessions are one way for librarians to reach students with important information about how and why libraries are used. While lessons like this can be effective, it is difficult for the librarian to assess whether class activities improve student success in the course or on future information-seeking endeavors (West, 2013).

According to the American Library Association (2000), incorporating information literacy across curricula, in all programs and services, and throughout the administrative life of the university, requires the collaborative efforts of faculty, librarians, and administrators. The lecturers' roles include giving lectures, leading discussions and establish the context for learning. The faculty also inspires students to explore the unknown, offer guidance on how best to fulfill information needs, and monitor students' progress. Librarians coordinate the evaluation and selection of intellectual resources for programs and services; organize, and maintain collections and many

points of access to information; and provide instruction to students and faculty who seek information. Administrators in institutions of higher learning need to create opportunities for collaboration and staff development among faculty, librarians, and other professionals who initiate information literacy programs, lead in planning and budgeting for those programs, and provide ongoing resources to sustain them (American Library Association, 2000).

### **2.3 Resources for Teaching and Learning Information Literacy**

Teaching and learning resources refers to materials or all the means of delivering knowledge, such as chalkboards, textbooks, journals, databases, teachers and contemporary instructional materials such as computers, CD-ROMs, interactive video and multimedia systems (Ogula and Onsongo (2009:53). According to Jelagat (2015:9) in Chelule (2009), a learning resource is anything planned, prepared or used to facilitate or reinforce the teaching process in teaching and learning situation. According to Olubayi (2015:10) teaching and learning resources may include well equipped libraries with recommended textbooks, laboratories, well spaced and ventilated classrooms, adequate trained teachers, computers, projectors, good boards, playgrounds, sports equipment, among many others.

A variety of learning resources are essential for effective information literacy training and learning process as they make teaching and learning processes and activities interesting and joyful. This is made possible with the help of sensory aids, as they make students feel motivated and as a result, they learn faster, remember longer, gain more accurate information and receive and understand delicate concepts and meanings. Teaching and learning resources enable the Students to develop their powers of imagination, observation and reasoning (Jelagat: 2015:9).

## **2.4 Perception of Students towards Information Literacy Programs**

Students from institutions of higher learning are expected to independently carry out research and assignments in the course of their academic life. According to Aharony and Bronstein (2013), nowadays, as students become more and more dependent on the Web for their research needs, information-literacy skills are as cardinal as reading and writing. Hence, the ability to access, evaluate and use information is a prerequisite for such Students. However, for them to successfully gain these skills, their personal drive or motivation is of utmost importance.

On the perception of the Students towards information literacy programs, a study carried out by Franklin (2005) on the importance of information literacy in the USA found out that doctoral students find information literacy competencies as important for achieving a successful outcome to a research project or course assignment. This implies that competencies in information literacy can determine the success or failure of a student in a given research or academic assignment. Although this study was helpful in understanding the implications of information literacy programs, it was carried out in a different geographical environment and only targeted doctoral students and did not address the constraints facing information literacy programs.

## **2.5 Instructional Methods Used in Offering Information Literacy Programs**

Instructional methods can also be referred to as teaching methods. Instructional methods refer to the process or set of procedures of teaching which tend to promote specific strategies of teaching (Kiruhi et al 2009:51). Were (2003:2) cited in Lefrancois (1991) defines teaching as a process that facilitates changes in Students and entails telling and persuading, showing and demonstrating, guiding and directing the Students' efforts or a combination of these actions. Orlich et al (2010:15) looks at teaching as both an art and science. Like an artist, a good teacher

makes decisions from both technical and creative perspectives. Great artists are known to display a mastery of technical skills that includes a grasp of the science behind how these techniques work. Teachers also develop their science by using carefully planned, fine tuned lessons that reflect an understanding of many different teaching techniques. They apply each technique skillfully to gain the desired intellectual, social, affective, or kinesthetic result (Orlich et al, 2010).

There are several components of teaching information literacy. They include setting instructional objectives which involves identifying what will be achieved in a given teaching situation. Identification of the content to be taught is another component. It refers to specifying what to be taught, its structure and role. Another component involves selecting appropriate teaching methods and techniques. Identification of suitable instructional resources is another important component of teaching information literacy. The actual presentation of the information literacy content using appropriate methods and resources is another component followed by giving of tests and measurements to find out to what extent the objectives have been attained. Lastly, getting feedback on whether the objectives set had been achieved or not is also a component of teaching (Were, 2003:12). Teaching information literacy requires a variety of instructional materials and equipment such as handouts, projectors, computer, videos, television, the internet, transparencies, felt pens, flip charts, CD-ROMs and films (Ogula and Onsongo (2009:27)

Teaching methodologies are intended to impart subject matter to the Students. Therefore, selection of information literacy teaching methods must be purposeful and deliberate. Ogula and Onsongo (2009:27) identify a variety of teaching methods, namely: lecture method, case study,

group discussion, field trips, simulation, resource persons, demonstrations, seminars, computer workshops, group work, practicals and tutorials.

According to Kavulya (2003), the ultimate goal of a comprehensive information literacy course is to inculcate in the individual the ability to recognise when information is required and to teach them to understand how the information is organised, and how to access it adding that these skills are of critical importance in the university setting where teaching approaches emphasise independence on the part of the student in accessing and synthesising information from different sources in the creation of new knowledge.

Kavulya (2003) established that there are different forms of information literacy programs provided in Kenyan universities. They include library orientation, library instruction courses, individual instruction or reference service, and use of library manuals and guides. Library orientation is compulsory in most universities and aims to make students aware of the library facilities, information resources and services available to them. It includes activities such as the distribution of informational material that describes the library system, the resources and services, introductory lectures, tours conducted by the staff and demonstrations on how to find and retrieve information using different tools such as catalogues, and journal indexes. The length of the orientation session differs from one university to another. However, on average, for each group of 30 students, an orientation session of 30 minutes is assigned (Kavulya, 2003).

## **2.6 Major Challenges Encountered in the Provision of Information Literacy**

Despite the fact that institutions of higher learning are supposed to be at the forefront in streamlining information literacy programs, the Kenyan situation has not been very pleasant.

According to Kavulya (2003) Information literacy training for university students in Kenya is not a success story. Kavulya affirms that in spite of scattered efforts, the majority of students are forced to pass through the university system without ever mastering the art of information retrieval and use.

### **2.6.1 Inadequate Resources**

Kavulya (2003) identified the main barriers that university libraries face in providing information literacy programs as the lack of both financial and human resources, and inadequate support by their parent organizations. In this regard, the administrators of these institutions are expected to provide these resources. Mugyabuso and Stilwell (2008) carried out a study on information literacy in Tanzania universities where they addressed challenges and potential opportunities. In their study, they identified unavailability of resources as a major problem that hinders implementation of information literacy programs. There is also a failure on the part of librarians to push to the fore information literacy as being a function of the university library. Their ability to develop computer skills is hindered by lack of financial and human resources. In most cases there are only a few workstations available for library use, with little or no resources to acquire others. There are still cases of computer illiteracy among Kenyan librarians hence a shortage of personnel to provide IT training. The Kavulya (2003) also established that there is an insufficient number of staff to cope with large numbers of first year students in a relatively short time. Timing of the program also disadvantages the targeted Students as according to the timetable in many universities, the orientation should happen in the first two weeks so as not to infringe the lecture time of other subjects. Having to attend to large groups within a short period of time makes the orientation superficial and incomplete (Kavulya, 2003).

Shortage of computers for students use to access resources has been identified as a major problem. For instance, a study carried out by Kinengyere (2007) on the effect of information literacy on the utilization of electronic information resources in Uganda, established that there was a shortage of computers for all library users. This indicates that not all IL trainees are able to utilize the skills acquired. In addition, limited bandwidth affects many institutions resulting in poor Internet speeds.

### **2.6.2 Lack of Policy Guidelines**

Tilvawala et al (2009) observes that the formulation of an information policy in Kenya is hampered by the lack of information skills, mainly among top policy makers, which results in making the wrong choices of ICTs. They argue that Information policy should be supported by providing education, running literacy programs and training with the participation of all information stakeholders. Challenges with policy issues are also evident in other countries. For instance, Mugyabuso and Stilwell (2008) carried out a study on information literacy in Tanzania universities where they addressed challenges and potential opportunities. The study established that information literacy programs are faced with myriad of challenges that are related to formulation of the information literacy policy. These sentiments were also echoed by Kavulya (2003) when he decried lack of information policies in university libraries. With an absence of institutional policies as far as information literacy is concerned, libraries find it hard to mount effective training in the use of information sources for their users (Kavulya, 2003).

### **2.6.3 Digital Divide**

The digital divide has been defined as the gap between those people who have access to the new information and communication technologies and those who cannot (Murelli, 2002:2). The digital divide is still a major challenge in many African countries due to the huge costs involved in accessing information. Many African countries are known to be poor, which implies that they not only have limited resources, but also little or no adequate knowledge. As observed by ALA (2000), information literacy is related to information technology skills. This means that for a person to be information literate, information technology skills are also necessary. These views are shared by Tilvawala et al (2009) when they observed that computer literacy skills are very essential for effective use of information literacy. Interestingly, they also observed that for one to be able to manipulate ICTs effectively, they also require information literacy skills.

Similarly, information technology requires the presence of computers, software applications and the internet. In developing countries, affordability of computers, software and the internet is still beyond the reach of many people. This situation has created an information digital divide between the developed countries and the developing countries like Kenya.

### **2.6.4 Poor Scheduling**

The Kenyan university libraries have been found to offer library orientation for new students in their first few weeks of reporting. This, however, has not been very effective due to the limited time given, poor timing and lack of realistic and achievable objectives. The 30 minutes or so allocated to groups of the new students does not offer adequate time to cover the necessary areas. The timing of library orientation programs in the first and second week of students' life in the

university is poor since at this time students have little motivation to participate, and may not be in a position to appreciate the centrality of the library in academic life Kavulya (2003).

### **2.6.5 Poor Information Literacy Background**

Kavulya (2003) carried out a study on the challenges facing information literacy efforts in selected Kenyan university libraries and observed that many students in Kenya enter higher education with a very limited idea of the role of, and how to access information. In the past the first year university students are regarded as lacking information literacy skills such as the sophistication needed to exploit the library's research potential as they felt intimidated by the complexity and the size of a large library. They also lacked awareness of the services and resources available in the university library and to make it worse, they were found to be reluctant to ask for assistance in the use of the library. The situation is aggravated by information explosion phenomenon where the information being generated daily is exponential while most of it is not very credible.

### **2.6.5 Lack of Collaboration between Faculty and Librarians**

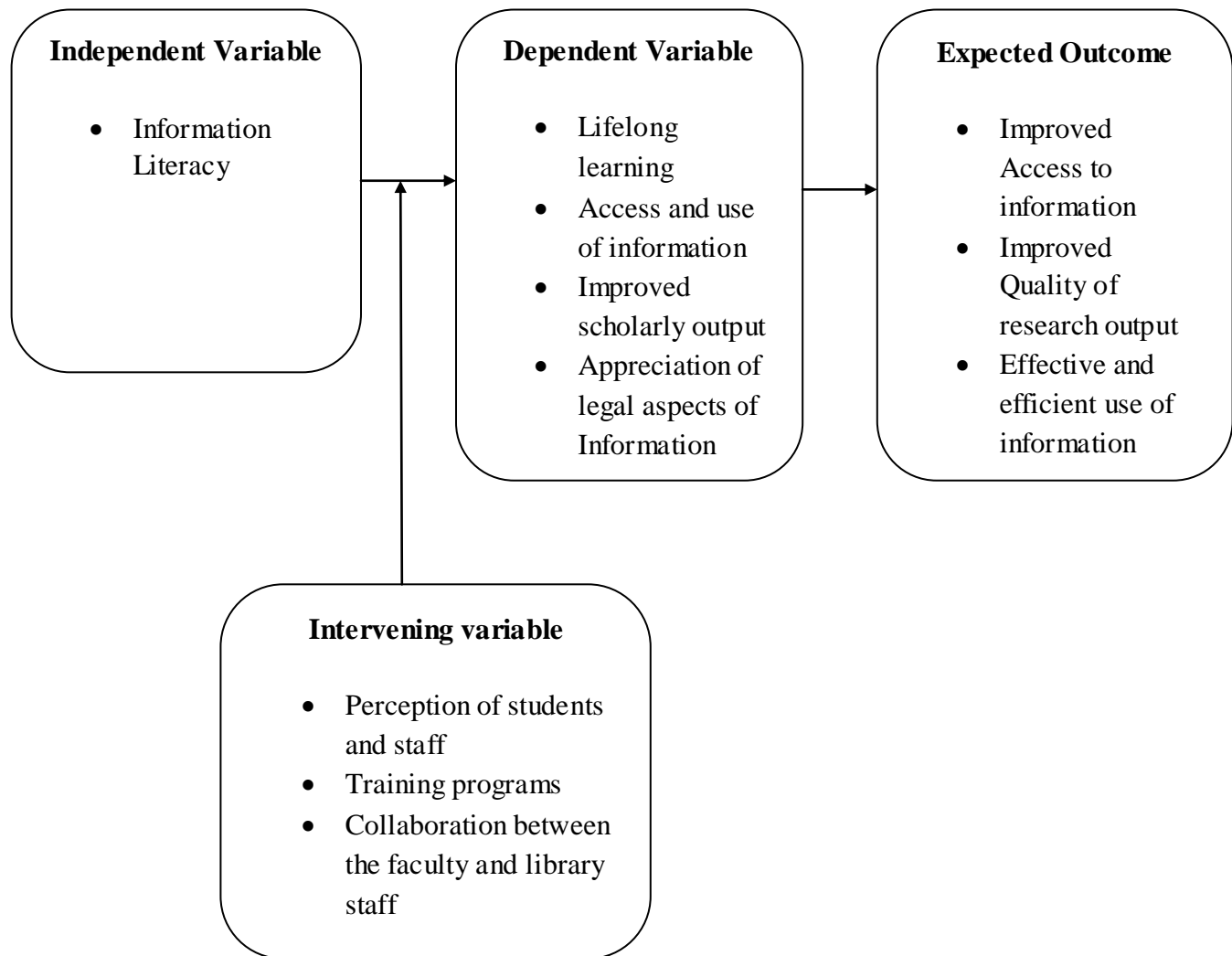
West (2013) observes that when librarians and faculty members combine their goals and teach toward achieving cohesiveness that includes IL, the library and IL become an integral part of the institutional and student experience. According to West (2013), the discrepancy between some students' approach to research and more successful search methods, suggests that a librarian's involvement in planning for the assignment is imperative. For instance, by getting the librarians involved in writing assignments, students are able to make more effective decisions about why and how particular types of sources are used. Therefore, the collaboration between librarians and

faculty is necessary so that students have the best possible experience when searching and using information.

According to Yousef (2010), librarians and teaching faculty have many mutual goals and concerns. Both want students to develop a greater understanding of and respect for books, journals, and other intellectual property. Both want to enhance student literacy, particularly information literacy, and help students become writers, problem solvers, critical thinkers, and self-directed, lifelong Students. Lastly, both want to build the social and learning community on campus. Librarian-faculty relations are therefore essential since information literacy requires practical expertise. Yousef (2010) therefore recommends that both librarians and faculty members be involved in designing relevant programs.

## **2.7 Conceptual Framework**

A conceptual framework is defined as a graphical or a diagrammatical model of presentation of the relationship between variables in the study (Orodho, 2008:29). It is therefore a road map that the study intends to follow with the aim of looking for answers to the problems raised by the research questions. According to Kothari (2004:33), a variable is a measurable characteristic that assumes different quantitative values among the subjects. The Figure 1 below illustrates the relationship between independent variables and dependent variables and how they influence each other. Independent variables for this study are collaboration, resources, perception and instruction methods while dependent variable is the efficient use of information resources. The intervening variable is information literacy program which is the link between the independent variables and the dependent variable or the outcome variable.



**Figure 1.1: Role of Information Literacy Programs in Enhancing Information Access**

**Source: Researcher, 2015**

This study is hinged on the understanding that for the Students to be efficient user of information resources, they need information literacy skills. However, information literacy programs are influenced by the collaboration between the library and the faculty, availability and adequacy of resources, perception of Students and the kind of instructional methods being used to teach the program.

## **2.8 Chapter Summary**

From the reviewed literature, it is evident that information literacy skills are essential to Students in institutions of higher learning. Librarians are therefore charged with this important task of imparting these critical skills to the Students. However, there is a need for closer collaboration between faculty, administrators and the library. The information literacy program cannot be successful without the availability of adequate and up to date teaching and learning resources that can support instructional activities by aiding lecturers in the class and assist students to understand the intended content much better. Students of information literacy are expected to play their individual role by engaging their personal drive or motivation towards the information literacy program.

Teaching of information literacy requires use of a variety of teaching methods that incorporates intensive student interaction with content, clear curriculum structure, engagement of interest, cooperative student endeavour and lectures concern for students. The teaching methods should emphasize the need for Students to ask questions, to experiment, to explore, to discover, to solve problems, to investigate and to learn by doing projects and performing tasks.

The reviewed literature shows that information literacy programs are mired by a myriad of challenges such as lack of cooperation between faculty, administration and the library, computer illiteracy, lack of adequate financial and human resources and poor perception of Students towards information literacy programs. There is also a failure on the part of librarians to push information literacy as being a function of the university library.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Research methodology was intended to provide a roadmap for the data collection exercise. Therefore, this chapter covers the various methods that were used to carry out this study. They include the research design, target population of the study, location of the study, sample size, sampling procedure, description of data collection instruments, method of data analysis, validation of the instruments, reliability of the instruments and ethical considerations.

#### **3.2 Research Design**

Research design can be defined as a plan that is used to generate answers to the research problem (Panneerselvam, 2007:12). Research design is therefore the pattern that the researcher followed when conducting the research. This study used descriptive design which allows description of the characteristics of the respondents in relation to a particular product, practice or culture of importance. Descriptive design therefore allows for proper gathering of information, analysis and presentation in a way that makes sense to a reader. At the same time, the researcher adopted both quantitative and qualitative research approaches. Both designs were intended to complement each other. The quantitative research approach enabled the researcher to collect data with the aim of answering the research questions, while the qualitative approach provided the researcher with in-depth information concerning the topic of research.

### **3.3 Area of Study**

The study was conducted at Marist International University College in Lang'ata Sub-County in Nairobi County. The area was chosen because of high concentration of institutions of higher learning where information literacy skills are critical.

### **3.4 Target Population**

A population is defined as a complete set of individual cases, or objects with some common observable characteristics (Kamau,et al, 2014). Similarly, Mugenda and Mugendda (2003) define target population as the population that a researcher intends to generalize the result of the study. Hence, the target population for this study was drawn from students studying at Marist International University College. The target population was 164 respondents who were drawn from both students and library staff teaching information literacy skills. The researcher opted for this composition of respondents because they are the key informants for this research and are therefore expected to provide the required information.

### **3.5 Sampling and Sampling Techniques**

#### **3.5.1 Sampling Size**

A sample is part of the accessible target population that has been procedurally selected to represent that population (Oso and Onen, 2009:81). Therefore, a sample is used to make generalizations of the characteristics being investigated within the target population. Stratified sampling was used to sample respondents at Marist International University College. The sample for this study comprised of 52 respondents drawn from 48 students and 4 library staff from

Marist International University College. To get the students' sample, a 30% of the target population was sampled.

**Table 3.1 Sample of the study**

<b>Respondents</b>	<b>Frequency</b>	<b>Sample</b>
Students	160	48
Librarians	4	4
<b>Total</b>	<b>164</b>	<b>52</b>

**Source: Researcher, 2015**

Through simple random sampling method the study selected 48 students from those undertaking Information Literacy classes by getting a 30% of the target population which is 160. Mugenda and Mugenda (2003:42) recommends from 10% of the target population or at least 30 cases for descriptive studies. Similarly, using purposive method, the researcher sampled 4 library staff who teaches information literacy classes to get a sample of 4 library staff.

### **3.5.2 Sampling Technique**

Mugenda and Mugenda (2003:44) define sampling procedure as a process of selecting a number of individuals for a study in such a way that, the individuals selected represent the large group from which they were selected. Probability sampling was used to come up with the students that participated in the study. This was done using random sampling to ensure that each unit in the population had an equal chance of being selected. Before distributing the questionnaires, the

researcher divided females and males in stratum according to their gender. Students in each stratum was numbered and written in small pieces of paper and put in different containers. Using simple random sampling the required number of students was picked from each stratum. Library staff was purposively selected. Only those involved in information literacy programs were selected for this study.

### **3.6 Data Collection Methods**

Research instruments are data collection tools such as the questionnaires and interview guides observation among others that a researcher uses to collect data scientifically (Kamau, et al 2014), while data is anything given or admitted as a fact on which a research inference will be based (Oso and Onen, 2009:88). Nevertheless, the study used both questionnaires and interview guides. Kasomo (2007) defines a questionnaire as a carefully designed instrument for collecting data directly from the people. The questionnaires assisted the researcher to collect data from students and be able to analyze it. Questionnaires were preferred as they were easy to construct and use as observed by Kasomo (2007).

#### **3.6.1 Questionnaires**

The questionnaire were sub-divided into six sections: Section A sought for demographic information; Section B sought for information on collaboration between the library staff and the faculty Division; Section C sought for information on resources for teaching and learning information literacy; Section D examined the perception of Students towards information literacy programs; Section E addressed the instructional methods used in offering information literacy

programs, while Section F addressed issues related to challenges encountered in the provision of information literacy skills.

### **3.6.2 Interview Guides**

An interview guide is a set of questions that an interviewer asks when interviewing respondents (Orodho, 2009:171). A standard interview guide was prepared for the library staff involved in Information Literacy program initiatives. A semi-structured interview guide with open ended and closed questions was used to guide the researcher when orally interviewing the library staff.

The interview guide was sub-divided into five sections: Section A sought information on collaboration between the library staff and the faculty; Section B sought for information on resources for teaching and learning information literacy; Section C examined the perception of Students towards information literacy programs; Section D addressed the instructional methods used in offering information literacy programs, while Section E addressed issues related to challenges encountered in the provision of information literacy skills.

### **3.7 Research Instruments**

Research instruments are used by researchers and practitioners to help in the assessment or evaluation of subjects, clients or patients. The instruments are used to measure or collect data on a variety of variables ranging from physical functioning to psychosocial wellbeing. Types of measurement tools include scales, indexes, surveys, interviews, questionnaires and informal observations. The researcher ensured that the instruments chosen for the study were valid and reliable. The validity and reliability of a research project depend largely on the type of the

research instruments chosen. Before a research study is executed the researcher should ensure that the instruments chosen should give the desired results.

### **3.7.1 Pilot Study**

According to Kombo and Tromp (2006:102), a pilot study helps test the feasibility of the study techniques in order to perfect the questionnaire concepts and wording. According to Orodho (2008:40), once the questionnaire has been constructed, it should be tried out in the field in order to remove any ambiguity and any other deficiencies in the questionnaire. Piloting of questionnaires was carried out at Tangaza University College. The procedures to be used in pre-testing the questionnaires were identical to those that were used during the actual study. Ten questionnaires were piloted. Orodho (2008:40) prescribes a sample of about 1% of the entire sample size. Specifically, piloting helped the researcher to find out whether the questions measured what they were supposed to measure, find out if the wording was clear to respondents and enabled detecting of the kind of response provoked by the questions. After the piloting, discrepancies identified with the research tools were ironed out before the actual data collection exercise was carried out.

### **3.7.2 Validity**

According to Robson (2012) validity refers to whether or not, something actually measures what it claims to measure. Similarly, Leedy and Ormrod (2010:28) compares validity instrument to a yardstick which is a valid means of measuring length. They describe validity of a measurement instrument as the extent to which the instrument measures what it is intended to measure. Creswell (2003: 55) notes that validity is about whether one can draw meaningful and useful

inferences from scores on the instrument. To ensure content validity, the instruments will be reviewed by the research supervisors and other research experts.

### **3.7.3 Reliability**

Reliability refers to the extent to which a test or procedure produces the similar results under constant conditions on all occasions (Bell, 2010) while Leedy and Ormrod (2010:29) defines it as the consistency with which a measuring instrument yields a certain result when the entity being measured has not changed. To establish the reliability of the instruments, they were subjected to piloting at Tangaza University College and any desirable corrections were made afterwards where necessary.

### **3.8 Data Collection Procedures**

The researcher systematically followed the recommended data collection procedures from the beginning to the end. First, prior to data collection exercise, the research authorization letter was sought from the Head of department Library and Information Science at University of Nairobi. The authorization letter was presented to the authorities at Marist International University College, and only then was the data collection exercise commenced. The researcher visited the institution under study in person, met the respondents and assured them of the confidentiality of information they would provide. The questionnaires were afterwards administered and collected within a week.

### **3.9 Data Analysis**

Data analysis refers to examining the collected data in a survey in order to make deduction and an inference (Kombo and Tromp, 2006). Data analysis, therefore, is an exercise that involves

analyzing and interpreting data collected from the field to make it more meaningful to a user. The data was analyzed using the Statistical Package for Social Sciences (SPSS). The process included both descriptive and inferential analysis. Descriptive analysis was used to discuss the findings based on the research objectives and the research questions. Data collected from the field was cleaned for coherence then coded to facilitate accurate statistical analysis. Descriptive statistics was used to analyze data collected. Presentation of data was made using pie charts, bar graphs and frequency tables. Qualitative data was grouped according to common themes to help in deducing the meaning.

### **3.10 Ethical Considerations**

Ethics is concerned with morality and standard of conducting a research. Some of these rights include the right of the respondents to participate or not in the research activity, right to be informed about purpose of the research, right to privacy that is not to intrude into respondents' privacy. Hence, names of respondents should remain confidential and one should avoid plagiarism by citing and referencing all works consulted (Kamau, et al 2014). Therefore, the researcher adhered to all the ethical procedures required in a research study such as getting official permission to carry out this research from the relevant authorities, allowing respondents to either participate or decline and keep their identities confidential. Likewise, the researcher acknowledged all the sources of information consulted and made commitments not to use the study for any other purposes other than the academic one.

### **3.11 Chapter Summary**

This chapter described the research method used which was descriptive, design, the area of the study, the target population, sample and sampling technique and the sample size. Data collection methods were well stated and the justification for the use of questionnaire for data explained research instruments such as a pilot study was carried out and the findings of the pilot study given. The chapter also sought the validity and reliability of the study by the pilot study undertaken and data collected to compute the reliability. Ethical issues were considered, confidentiality of information adhered to and data analysis and presentation in relation to research questions and objectives stated. Using 48 questionnaires data were collected from the students at Marist International University College and analyzed.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND PRESENTATION**

#### **4.1 Introduction**

This chapter analyzes the data collected during the study. Interview schedule were used to collect qualitative data while the questionnaires were used to collect quantitative data. The library staff, faculty and staff were involved in data collection because they are the once involved with information literacy programs. The questionnaires used Likert scale in collecting and analyzing the data whereby the scale of 5 points was used in computing the means and standard deviations. The results were then presented in tables, graphs and charts as appropriate with explanations being given in prose.

#### **4.2 Questionnaire Response Rate**

The study was conducted by distributing a total of 48 questionnaires for administration and 42 questionnaires were returned for analysis yielding a response rate of 87% which was commendable and acceptable. The response rate was achieved as a result of an elaborate mobilization strategy which included discussions with the library staff, students, administrators and faculty staff. The questionnaires comprised both structured and semi-structured questions. The structured questions were meant to ease data analysis while the semi-structured questions were meant to help in get detailed information for the study. Some of the advantages that the were experienced in using questionnaires were as follows: The researcher was able to distribute the questionnaires within a short period of time as majority of the respondents were found to be located within the same premises and those not within, were users who frequent the library

almost on a daily basis. The process was flexible because the researcher left them with the respondents who filled and then collected them later, but some students ended up disappearing with them while others simply forgot about them and left them on their tables, this explains why the respondent rate reduced slightly.

**Table 4.1: Questionnaire Response Rate**

<b>Status</b>	<b>Number</b>	<b>Percentage</b>
Questionnaires returned	42	87.5%
Questionnaires not returned	6	12.5%
<b>Total</b>	<b>48</b>	<b>100%</b>

**Source: Researcher, 2015**

### **4.3 Gender of Respondents**

The respondents were asked to indicate their gender. Table 4.2 indicates that there were 64% of male respondents and 36% of female respondents. Hence, male respondents outnumbered their female counterparts. Although this gender disparity was not healthy, it did not affect the outcome of the study in any significant way.

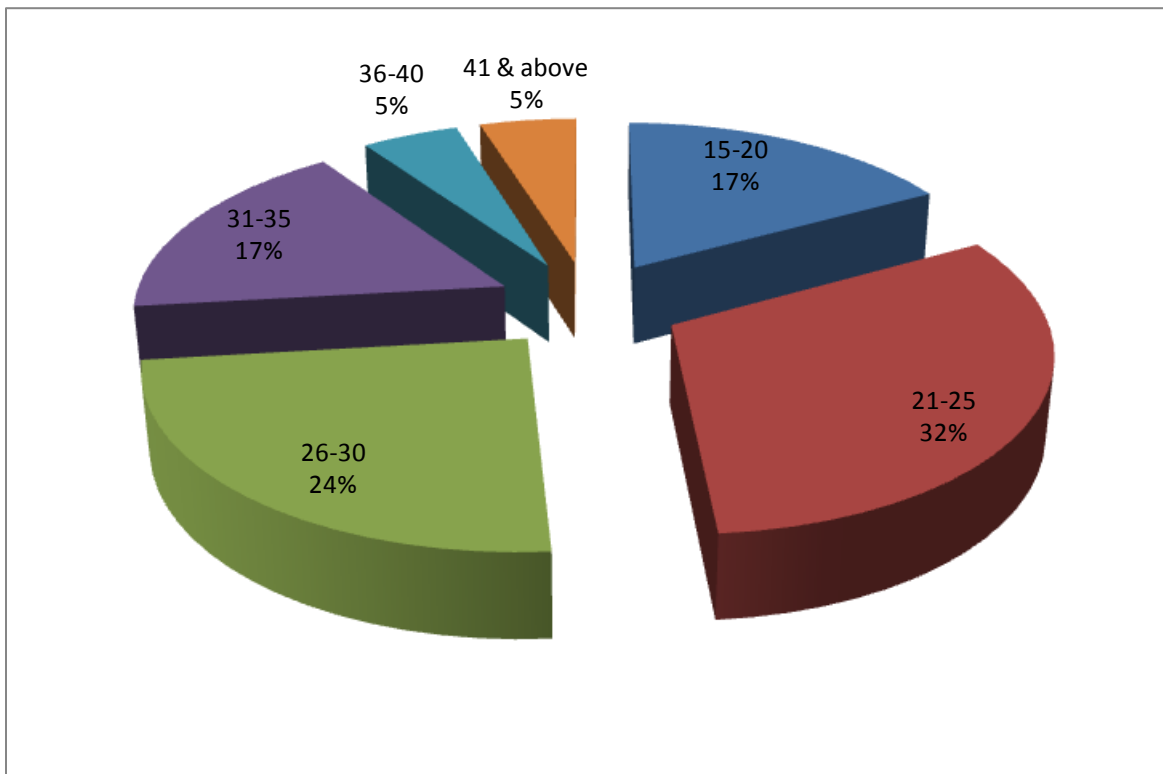
**Table 4.2: Gender of Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	<b>27</b>	<b>64.3</b>
<b>Female</b>	<b>15</b>	<b>35.7</b>
<b>Total</b>	<b>42</b>	<b>100.0</b>

**Source: Researcher, 2015**

#### 4.4 Age of Respondents

Respondents were asked to indicate their age bracket. Figure 4.2 shows that (5%) of the respondents were 41 years and above, (5%) also indicated they were between the age of 36 - 40 years, (17%) were between the age of 15 - 20 years, another (17%) were between the age of 31-35 years, (24%) were between the age of 26 – 30 years and (32%) were between the age of 21 – 25 years. Hence, majority of the respondents were in the age bracket of 21-25, which can be considered as suitable age for college students.

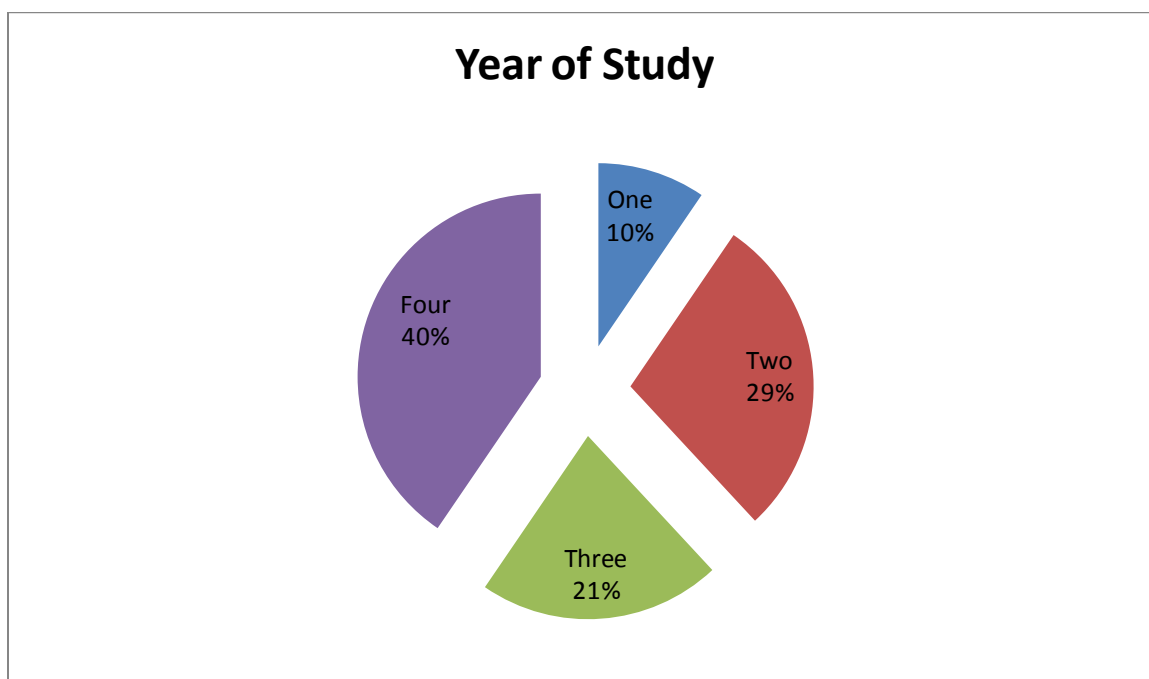


**Figure 4.2: Age of Respondents**

**Source: Researcher, 2015**

#### 4.5 Year of study

Figure 4.3 indicates the year of study of the respondents where (10%) of the respondents were in first year, (29%) in second year, (21%) in third year and (40%) in fourth year. Hence, this is an indication that majority of respondents came from 4<sup>th</sup> year students. This was important to the study as more experienced students in matters of Information Literacy were able to participate.

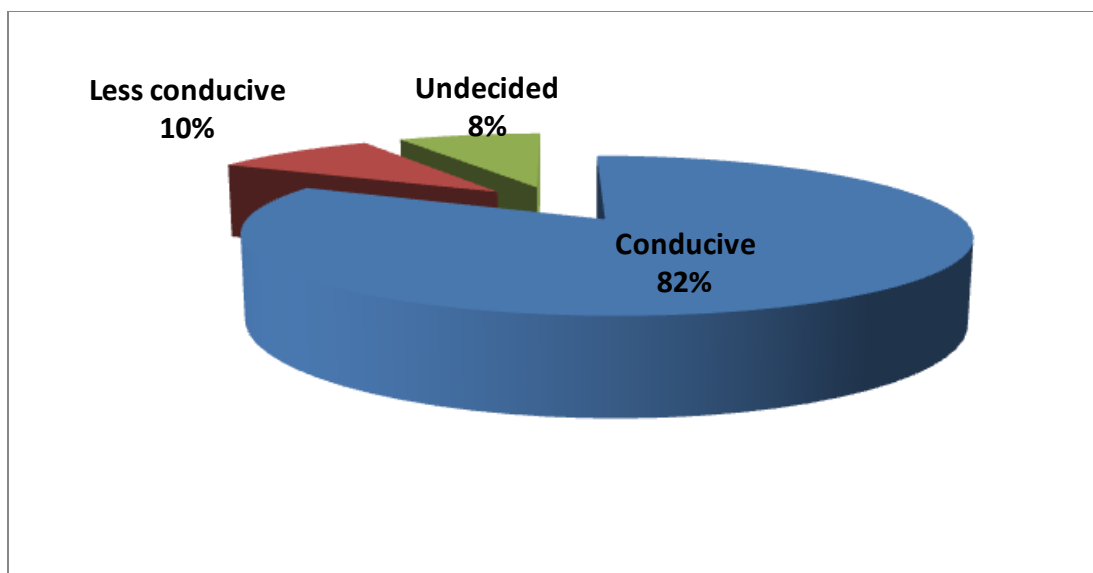


**Figure 4.3: Year of Study**

**Source: Researcher, 2015**

#### **4.6 Cooperation between Library Staff and Faculty**

Figure 4.4 indicates that 82% of the respondents were of the opinion that cooperation between library staff and faculty was conducive. Only 10% were of contrary opinion while 8% were undecided. This is an indication that majority of the respondents view the cooperation between library staff and faculty as conducive. These sentiments were shared by those of lecturers interviewed who said that the cooperation is conducive. However, the lecturers suggested that they both need to be involved in designing the curriculum to avoid duplication of efforts especially in the area of communication skills and computer literacy. These findings are however contradicted by those of Dadzie (2007) who observed that problems of shortage of professional staff to handle large numbers of users, inadequate time allocated for user education and lack of cooperation between library staff and faculty hindered the effective implementation of user education programmes in the libraries of Southern African countries. The study also noted that in Nigeria, user education in universities was found to be uncoordinated, purely introductory and non-examinable. This scenario the study observed is replicated in many universities and other educational institutions across Africa resulting to grossly underutilization of libraries' meagre information resources.

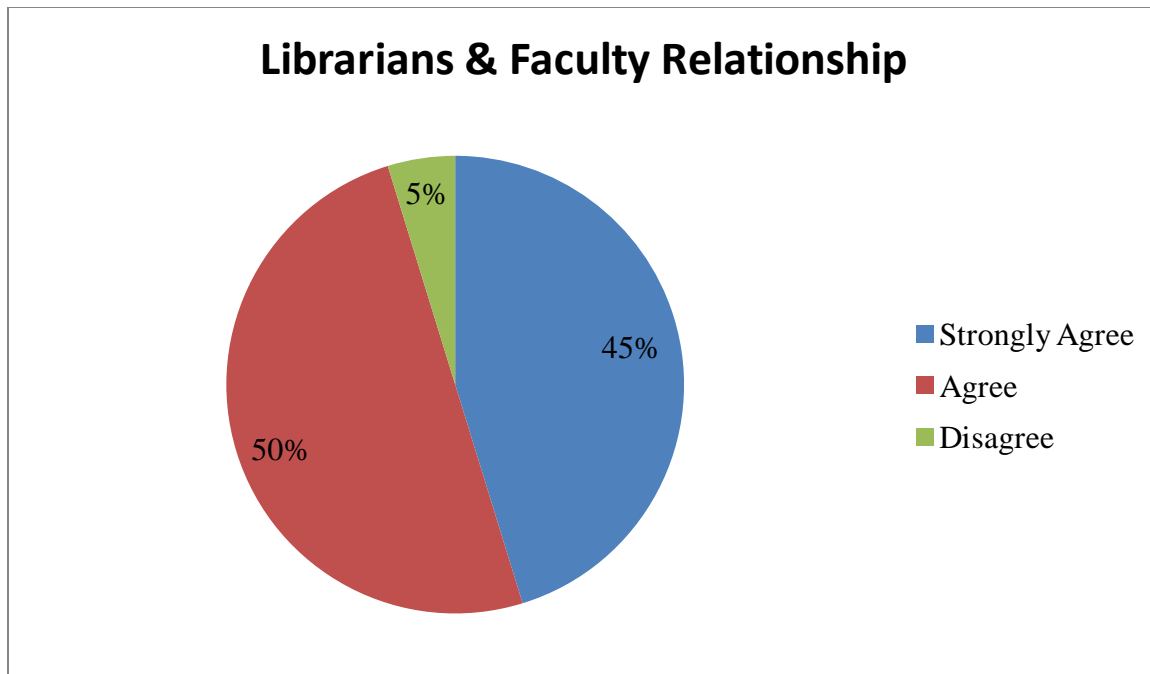


**Figure 4.4: Cooperation between library and faculty**

**Source: Researcher, 2015**

#### **4.7 Relationships between Lecturers and Library Staff**

Respondents were asked whether the working relationship between lecturers and library staff was good. On this, 50% agreed, 45% strongly agreed while 5% disagreed. Hence, the study observes that there is an agreement among respondents that the working relationship between lecturers and library staff was good. This is also collaborated by the findings in Figure 4.5. These findings are supported by those of Ranaweera (2007) recommends that information literacy programmes need to be implemented mainly by the library staff in schools, universities, public and other libraries in order to achieve library goals and to convert their users to lifelong learners and critical thinkers. However, Ranaweera noted that these programmes would be more successful, if the library staff is able to enlist the co-operation of the teaching and administrative staff too.



**Figure 4.5: Relationship between lecturers & library Staff**

**Source: Researcher, 2015**

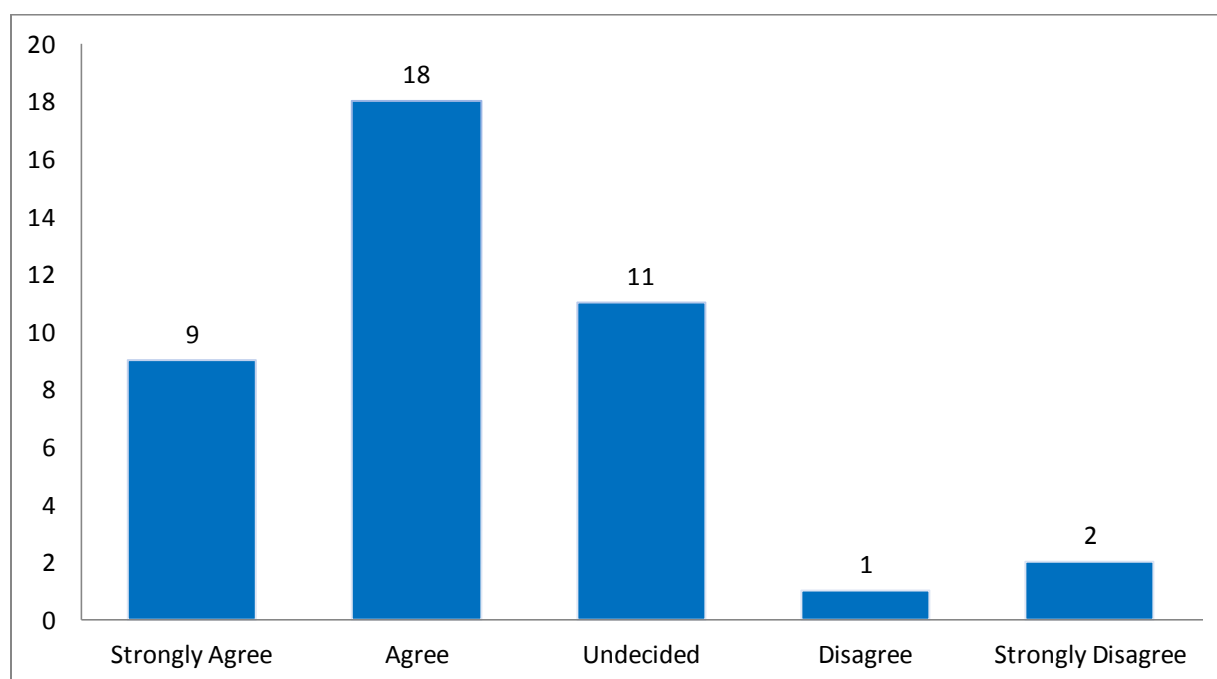
#### **4.8 IL Curriculum was developed by both librarians and lecturers**

Table 4.3 and Figure 4.6 shows that 43% (18) of the respondents agreed that the Information Literacy program was developed by both librarians and lecturers, 21% (9) strongly agreed, 5% (2) strongly disagreed and 2% (1) disagreed while 26% (11) undecided. Majority therefore agreed that that the Information Literacy program was developed by both librarians and lecturers. These findings are collaborated by those in numbers 4.7 and 4.8.

**Table 4.3: IL Curriculum Development**

	<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
	Strongly Agree	9	21.4
	Agree	18	42.9
	Undecided	11	26.2
	Disagree	1	2.4
	Strongly disagree	2	4.8
	Total	41	97.6
Missing	System	1	2.4
Total		42	100.0

**Source: Researcher, 2015**



**Figure 4.6: IL Curriculum was Developed by Both Librarians and Lecturers**

**Source: Researcher, 2015**

#### 4.9 Administrators Support in provision of Information Literacy

When told that the administrators do not support librarians in IL program provision, 45% disagreed, 29% strongly disagreed, 14% were undecided, 7% agreed and 2% strongly agreed. This implies that majority of the respondents were of the opinion that administrators do support librarians in provision of Information Literacy.

**Table 4.4 Support from Administrators**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	1	2.4
Agree	3	7.1
Undecided	6	14.3
Disagree	19	45.2
Strongly disagree	12	28.6
Missing	1	2.4
<b>Total</b>	<b>42</b>	<b>100.0</b>

**Source: Researcher, 2015**

#### 4.10 Adequacy of Resources to Support Information Literacy Programs

When the respondents were asked whether there are adequate resources to support Information Literacy Programs, 48% agreed, 17% strongly agreed while 5% were undecided. Those who disagreed were 21% while 10% strongly agreed. Therefore, this is an indication that, there are adequate resources to support IL program. However, there were sentiments that, those materials

are largely available online. Hence, users without gadgets that can access and retrieve such information are likely to suffer.

**Table 4. 5: Adequacy of Resources**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	7	16.7
Agree	20	47.6
Undecided	2	4.8
Disagree	9	21.4
Strongly disagree	4	9.5
<b>Total</b>	<b>42</b>	<b>100.0</b>

**Source: Researcher, 2015**

#### **4.11 Currency of Information Resources**

When the respondents were told that the resources available are not up to date, 52% disagreed 12% strongly disagreed while 12% were undecided. Those who agreed were 14% and 10% strongly agreed. Hence, the materials for teaching and learning IL are up to date.

**Table 4.6: Current Information Resources**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	4	9.5
Agree	6	14.3
Undecided	5	11.9
Disagree	22	52.4
Strongly disagree	5	11.9
<b>Total</b>	<b>42</b>	<b>100.0</b>

**Source: Researcher, 2015**

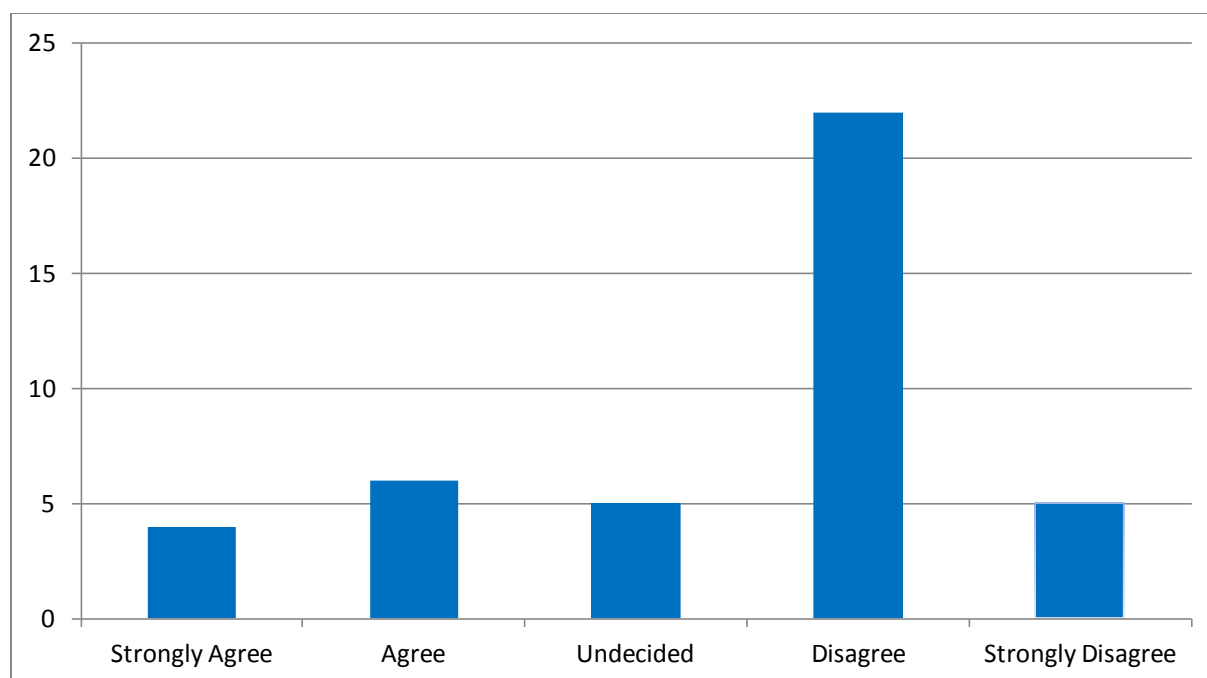
#### **4.12 Relevancy of IL Resources**

When the respondents were told to rate the statement that IL resources available are irrelevant, 41% strongly disagreed, 26% disagreed while 14% were undecided. Those who agreed were 14% and those who strongly agreed were 5%. Going by the majority, it is clear that the available IL resources are relevant to the course. However, due to the fact that most of the available resources are e-resources, some resources from sources such as Wikipedia were considered untrustworthy.

**Table 4.7: Relevancy of Resources**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	2	4.8
Agree	6	14.3
Undecided	6	14.3
Disagree	11	26.2
Strongly disagree	17	40.5
<b>Total</b>	<b>42</b>	<b>100.0</b>

**Source: Researcher, 2015**



**Figure 4.7: Relevancy of the Resources**

**Source: Researcher, 2015**

#### 4.13 Interest of Students on IL

When the respondents were asked whether most of Students show a lot of interest in Information Literacy, 43% of the respondents agreed, 26% of agreed and 12% were non committal. However, 17% disagreed and 2% strongly disagreed. Hence, majority of the respondents agreed that most of the Students show a lot of interest in Information Literacy. However, the staff interviewed observed that the category of students targeted has little interest while although most lecturers have interest in Information Literacy programs, they were reported to be too much engaged and hence do not find adequate time for such programs. It was noted that lecturers could play an important role in encouraging students to be more involved in information literacy programs.

**Table 4.8: Interest towards IL**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	11	26.2
Agree	18	42.9
Undecided	5	11.9
Disagree	7	16.7
Strongly disagree	1	2.4
<b>Total</b>	<b>42</b>	<b>100.0</b>

**Source: Researcher, 2015**

#### 4.14 Students do their Assignments on Time and Satisfactorily

The respondents were told to rate the statement that “most Students do their assignments on time and satisfactorily.” Majority of the respondents at 50% agreed, 17% strongly agreed while 12%

were undecided. Those who disagreed were 19% and those who strongly disagreed were 2%. Hence, this implies that most Students do their assignments on time and satisfactorily.

**Table 4.9: Assignments**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	7	16.7
Agree	21	50.0
Undecided	5	11.9
Disagree	8	19.0
Strongly disagree	1	2.4
<b>Total</b>	<b>42</b>	<b>100.0</b>

**Source: Researcher, 2015**

#### **4.15 Students' Attitude towards IL**

On whether most Students have negative attitude towards IL program, 48% of the respondents disagreed and 17% strongly disagreed. Those undecided were 14% while those who agreed were 19% and those who strongly agreed were 2%. This implies that most Students have a positive attitude towards information Literacy programs.

**Table 4.10: Attitude**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	1	2.4
Agree	8	19.0
Undecided	6	14.3
Disagree	20	47.6
Strongly disagree	7	16.7
<b>Total</b>	<b>42</b>	<b>100.0</b>

**Source: Researcher, 2015**

#### **4.16 Methods used to teach IL are effective**

On whether methods used to teach IL are effective, 60% agreed and 21% strongly agreed while 7% strongly disagreed and 5% disagreed while 7% were undecided. Going by the majority, it was therefore evident that methods used to teach Information Literacy were effective. In support of these findings were the lecturers who noted that the methods are effective based on assessments and evaluation done so far. However, most of the librarians are not trained as teachers hence; they are likely to use trial and error methods due to uncertainties involved. The methods used were also described as too theoretical which deny students the chance to grasp the practical application of the skills gained.

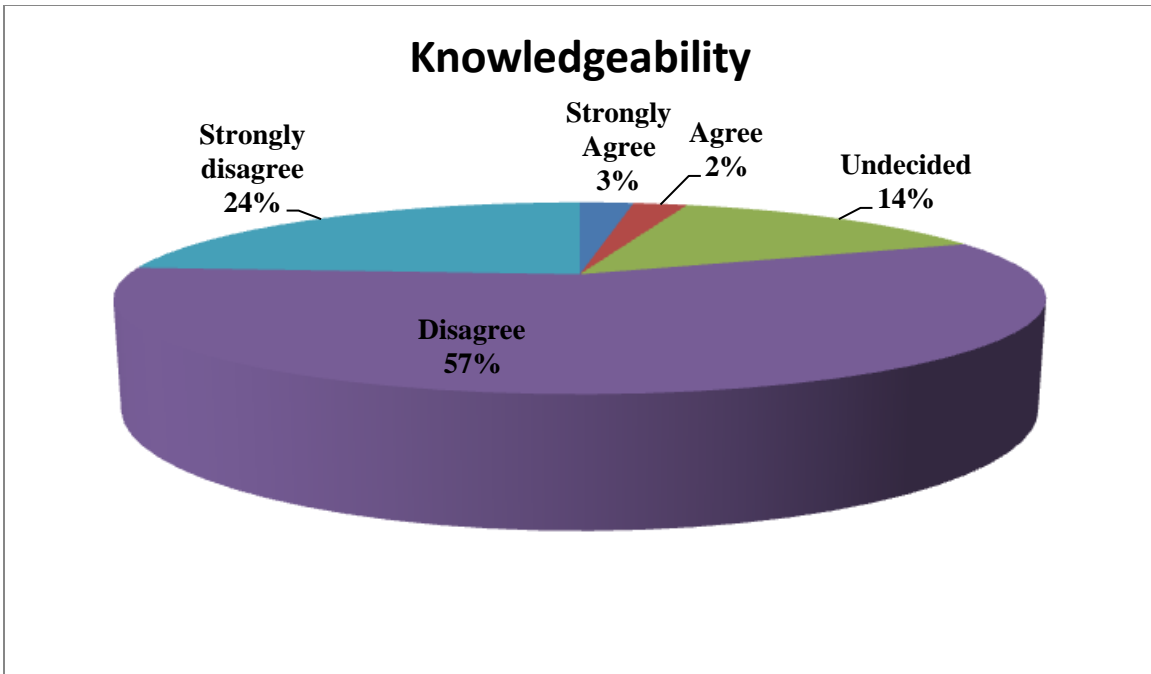
**Table 4.11: Effectiveness of Teaching Methods**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	9	21.4
Agree	25	59.5
Undecided	3	7.1
Disagree	2	4.8
Strongly disagree	3	7.1
<b>Total</b>	<b>42</b>	<b>100.0</b>

**Source: Researcher, 2015**

#### **4.17 Knowledgeable Instructors**

When asked about the statement that instructors are not knowledgeable, 57% disagreed, 24% strongly disagreed while 14% were undecided. Those who strongly agreed were 3% and those who agreed were 2%. This is an indication that most instructors are knowledgeable in the area of information literacy.

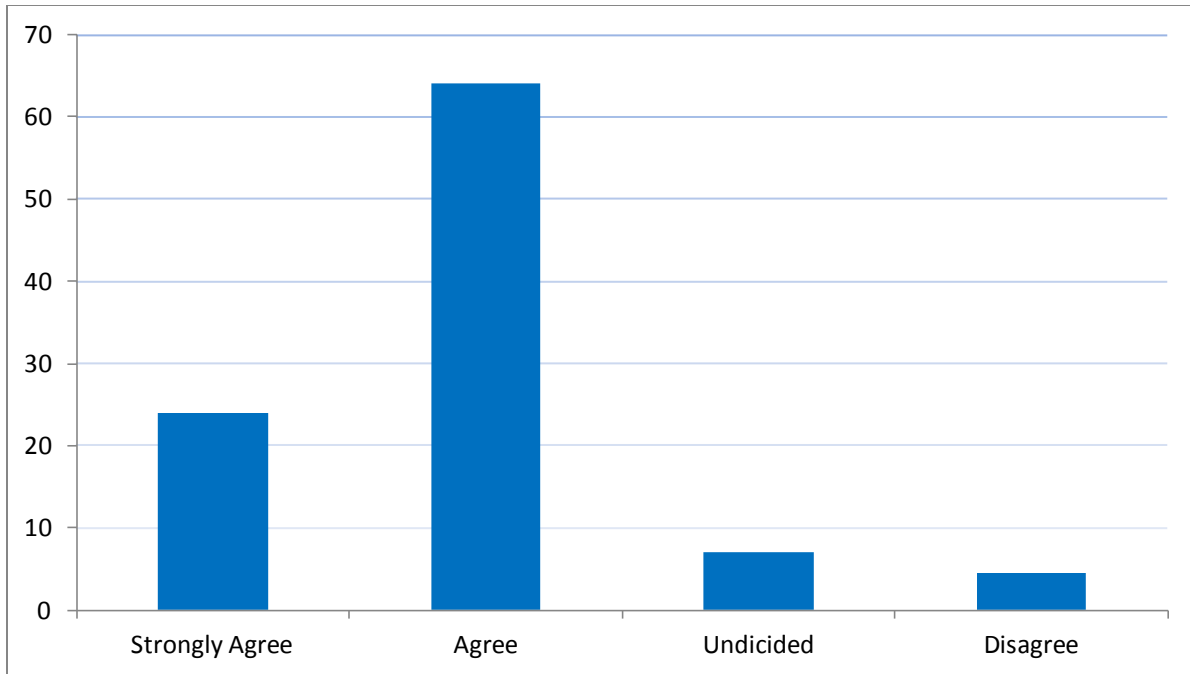


**Figure 4.8: Knowledgeable Instructors**

**Source: Researcher, 2015**

#### **4.18 Supportive Instructors**

On whether instructors are supportive to Students, 64% of the respondents agreed, 24% strongly agreed while 7% were undecided while 5% disagreed. Hence, most of the respondents support the opinion that instructors are supportive to Students.



**Figure 4.9: Supportive Instructors**

**Source: Researcher, 2015**

#### **4.19 Teaching Methodologies**

When asked whether teaching methodologies are poor, 48% disagreed and 29% strongly disagreed while 12% were undecided and 12% agreed. This is an indication that the teaching methods applied in Information Literacy programs are effective.

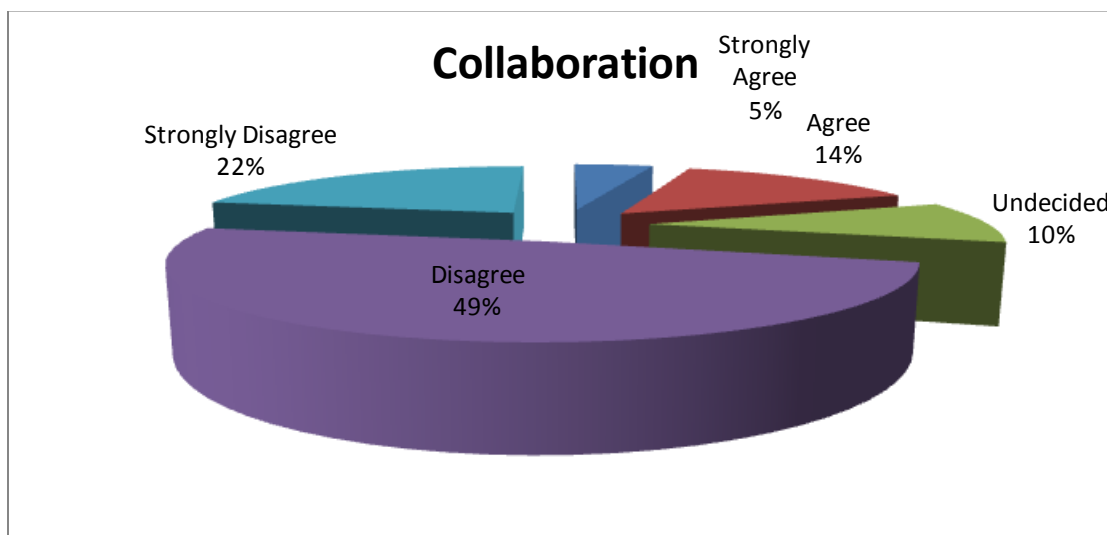
**Table 4.12: Teaching Methodologies**

Responses	Frequency	Percent
Agree	5	11.9
Undecided	5	11.9
Disagree	20	47.6
Strongly disagree	12	28.6
<b>Total</b>	<b>42</b>	<b>100.0</b>

Source: Researcher, 2015

#### 4.20 Collaboration between Faculty and the Librarians

When told that the collaboration between faculty and librarians is poor, 49% disagreed, 22% strongly disagreed while 14% agreed, 5% strongly agreed and 10% were undecided. This implies that collaboration between faculty and librarians is conducive.



**Figure 4.10: Collaboration between Faculty and Librarians**

Source: Researcher, 2015

#### 4.21 Adequacy of Teaching Resources

When asked whether there are no adequate learning and teaching resources, 43% disagreed, 17% strongly disagreed and 12% were undecided.

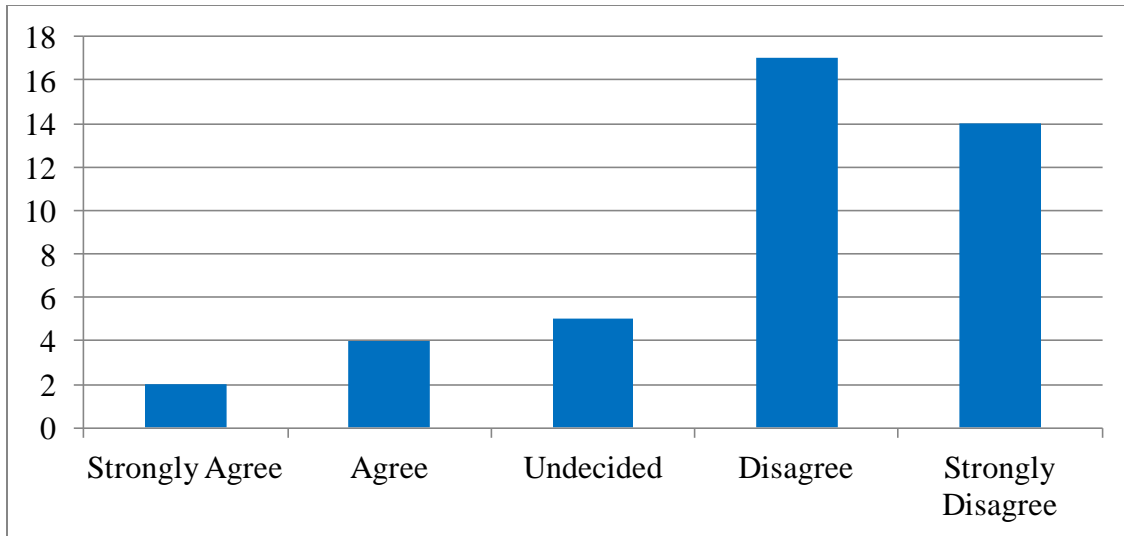
**Table 4.13: Adequate Teaching Resources**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	5	11.9
Agree	7	16.7
Undecided	5	11.9
Disagree	18	42.9
Strongly disagree	7	16.7
<b>Total</b>	<b>42</b>	<b>100.0</b>

**Source: Researcher, 2015**

#### 4.22 Support from Administrators

When asked whether support for IL from the administrators is poor, 17 (41%) disagreed, 14 (33%) strongly disagreed while 5 (12%) were undecided. Those who agreed were 4 (10%) and 2 (5%) strongly agreed. Therefore, this implies that there is strong support for the IL program from the administrators.

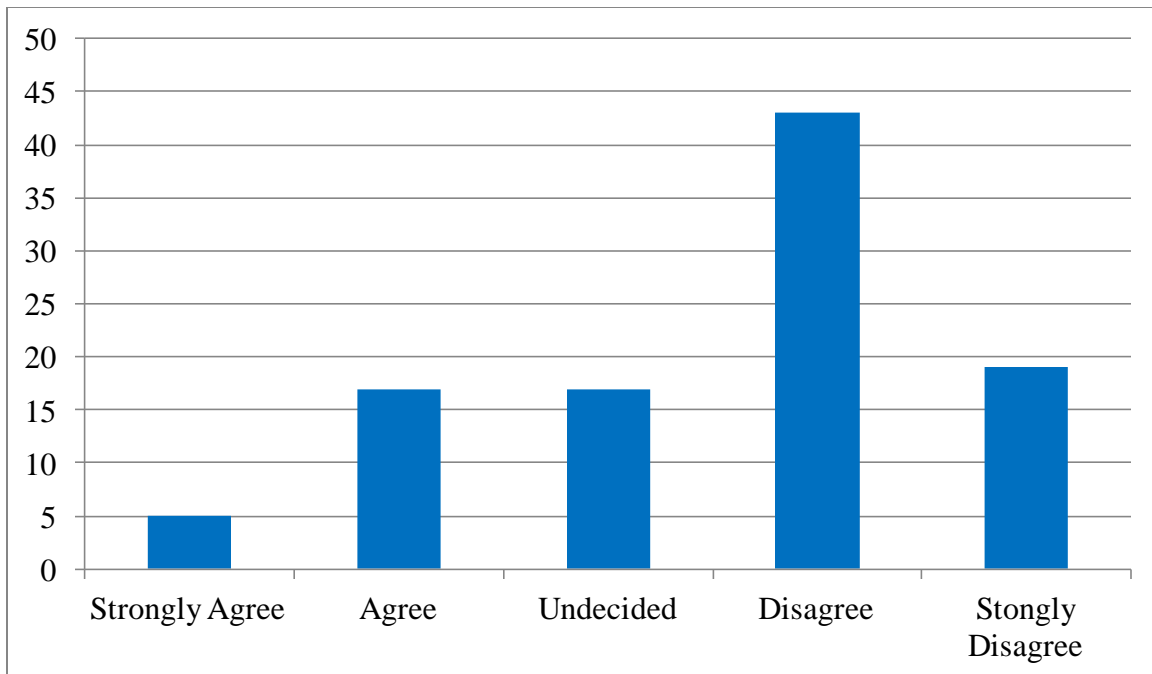


**Figure 4.11: Support from Administrators**

**Source: Researcher, 2015**

#### **4.23 Interest for Information Literacy Skills**

When told that most Students have no interest for IL skills, 43% disagreed, 19% strongly disagreed, 17% were undecided while 17% agreed and 5% strongly agreed. This shows that most Students have interest on Information Literacy Programs.



**Figure 4.12: Interest in IL Skills**

**Source: Researcher, 2015**

#### **4.24 Major challenges facing IL Programs**

When asked to give their opinions on the major challenges facing information literacy programs, the respondents gave varied answers. They ranged from lack of adequate teaching and learning resources to, lack of awareness and appreciation about the program to negative attitude towards the program among students and staff. The fact that librarians have not been trained to teach is also a handicap while targeting only one section of the student population (those doing bridging and certificate courses) while ignoring other potential groups like those taking degree and diploma courses. The course was newly introduced hence; teething problems are yet to be overcome. There is also poor collaboration between the library staff and faculty members. Lack

of computer literacy skills among students and staffs was also found to hamper proper delivery of the course as Information Literacy requires some knowledge in computer literacy.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter highlights the summary and discussions of the study findings including conclusion and recommendations. It also gives a recommendation on further research. The aim of the study was to investigate the role of information literacy programs in enhancing information access in private institutions of higher learning.

The objectives of the study were to:

- i. Examine the perception of Students towards information literacy programs
- ii. Identify the availability of resources for teaching and learning information literacy
- iii. Find out the instructional methods used in offering information literacy programs
- iv. Determine the level of collaboration between the library staff and the faculty
- v. Find out the major challenges encountered in the provision of information literacy programs
- vi. Find out suggestions for improving information literacy programs to enhance information retrieval in institutions of higher learning.

#### **5.2 Summary of the Findings**

The study was summarized based on the research objectives of the study, which were as follows:

### **5.2.1 Perception of Students towards information literacy programs**

On the perception of the Students towards Information Literacy, the study found out that most of the Students show a lot of interest. They were also found to have a positive attitude towards information Literacy programs. This was also reinforced by the fact that most Students were able to do their assignments on time and satisfactorily.

### **5.2.2 Availability of resources for teaching and learning information literacy**

The study established that there are adequate resources to support IL program. The resources were also found to be up to date and relevant to the course. However, most of those resources are largely available online and thus may require Students to have devices that can access and retrieve such information. Students were also cautioned about other untrustworthy sources such as Wikipedia.

### **5.2.3 The instructional methods used in offering information literacy programs**

The study established that the methods used to teach Information Literacy were effective. Similarly, most instructors were found to be knowledgeable in the area of information literacy and were also found to be supportive to the Students. However, the study noted that most of the librarians are not trained as teachers hence; they are likely to use trial and error methods due to uncertainties involved. The methods used were also described as too theoretical which may deny students the chance to grasp the practical application of the skills gained.

#### **5.2.4 The collaboration between the library staff and the faculty**

The study established that the collaboration between faculty and librarians can be described as conducive. For instance, this collaboration was found to have enabled development of the information literacy program curriculum by both librarians and the lecturers. The Information Literacy program was also found to receive strong support from the management as administrators were found to support librarians in the provision of information literacy.

#### **5.2.5 The major challenges encountered in the provision of information literacy programs**

The study identified a number of major challenges facing information literacy programs. They included lack of adequate teaching and learning resources, lack of awareness and appreciation of the program and negative attitude towards the program among students and staff. Librarians being handed a teaching job without prerequisite training was also found to be a drawback. The program was found to have targeted only one segment of the student population, therefore denying others the opportunity to acquire information literacy skills. Lack of computer literacy skills among students and staffs was also found to hamper proper delivery of the course as Information Literacy requires some knowledge in computer literacy.

### **5.3 Conclusion**

The study noted that in deed the Students have positive attitude towards Information Literacy programs. It was also established that there are adequate, relevant and up to date teaching and learning resources while instructional methods were found to be effective. Similarly, it was noted that collaboration between faculty and librarians is conducive. However, the program is also

faced by a myriad of challenges such as non inclusion of some categories of students, lack of training in teaching methods and lack of computer literacy skills among students and staffs.

## **5.4 Recommendations**

The study recommends that all the stakeholders in the institutions of higher learning need to join hands to ensure that there is harmony in the provision of Information Literacy Programs. The study therefore, recommends the following:

### **5.4.1 The Library Staff**

The library staff should reach out to the faculty whenever the need arises in order to improve the information literacy program. For instance, they should collaboratively work together to develop an acceptable curriculum. The library staff should improve their teaching methodologies by carrying out regular evaluations to find out and rectify their shortcomings.

### **5.4.2 The Faculty**

The faculty should be involved in the preparation of the IL curriculum.

### **5.4.3 Students**

Students should be inculcating positive attitude towards information literacy. They should also acquire other related skills such as computer literacy skills that are a prerequisite for one to become a competent information literate person.

#### **5.4.4 Institutions of Higher Learning**

The institutions should be well equipped with adequate and up-to-date resources to support IL curriculum.

#### **5.5 Suggestions for Further Research**

The researcher suggests that due to the fact that this study was confined to only one institution of higher learning, it may not be representative enough for purposes of generalization and therefore, more of such institutions countrywide should be sampled in order to make it more representative.

The study suggests other areas for further research to include:

- a) The role of personal attitude towards Information Literacy
- b) The contribution of Computer Literacy to proficiency in Information Literacy
- c) The role of lecturers in the success of Information Literacy Programs.
- d) The role of Librarians in the success of Information Literacy in Institutions of Higher Learning.

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## APPENDIX I

### INTRODUCTION LETTER

Dear Respondent,

My name is Edgar Omondi, a Post-graduate student at University of Nairobi, carrying out a research on ‘the role of information literacy programs in enhancing information access in private institutions of higher learning: a case of Marist International University College, Nairobi-Kenya.’ The objectives of the study are, to examine the perception of learners towards information literacy programs, identify the availability of resources for teaching and learning information literacy, find out the instructional methods used in offering information literacy programs, determine the level of collaboration between the library staff and the faculty and to find out the major challenges encountered in the provision of information literacy programs and suggest ways of addressing the challenges.

Kindly assist to fill in this questionnaire by responding to the questions either by ticking [] or giving a brief explanation in the spaces provided. All the information you will provide will be treated with confidentiality.

Yours faithfully,

.....

Edgar Omondi

## APPENDIX II

### QUESTIONNAIRE FOR STUDENTS

#### INSTRUCTIONS

Please respond by ticking (✓) against your preferred response for questions with options. For questions that require suggestions or comments, please use the provided space.

#### Background Information

1. Gender: Male  Female
2. Age: a). 15-20  b). 21-25  c). 26-30  d). 31- 35  e). 36-40 e). 41 & over
3. Year of Study: One  Two  Three  Four

#### Collaboration between the library staff and the faculty

4. How can you describe the cooperation between staff and faculty regarding information literacy program? Conducive  Less Conducive  Undecided

To what extent do you agree or disagree with the following statement. Use the following scale of Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, strongly Disagree = 1.

STATEMENTS	5	4	3	2	1
5. Lecturers and library staff have a good working relationship towards information literacy programs					
6. The information literacy curriculum was developed by both librarians and lecturers					
7. Administrators do not support librarians in provision of information literacy					

### Resources for teaching and learning Information Literacy

To what extent do you agree or disagree with the following statement. Use the following scale of Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, strongly Disagree = 1.

STATEMENTS	5	4	3	2	1
18. There are adequate resources to support information literacy programs					
9. The resources available are not up to date					
10. Resources available are irrelevant to the needs of the learners and instructors					

### Perception of learners towards Information Literacy programs

To what extent do you agree or disagree with the following statement. Use the following scale of Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, strongly Disagree = 1.

STATEMENTS	5	4	3	2	1
11. Most learners shows a lot of interest towards information literacy program					
12. Most learners do their assignments on time and satisfactorily					
13. Most learners have a negative attitude towards information literacy program					

### The instructional methods used in offering information literacy programs

To what extent do you agree or disagree with the following statement. Use the following scale of Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, strongly Disagree = 1.

STATEMENTS	5	4	3	2	1
14. Methods used to teach information literacy are effective					
15. Instructors are supportive to the learners of information literacy					
16. Instructors are not knowledgeable in the area of information literacy					

**The major challenges encountered in the provision of information literacy**

To what extent do you agree or disagree with the following statement. Use the following scale of

Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, strongly Disagree = 1.

STATEMENTS	5	4	3	2	1
17. Teaching methodologies are poor					
18. There is no proper collaboration between faculty and librarians in the provision of information literacy					
19. There are no adequate learning and teaching resources					
20. Support from administrators is poor					
21. Most learners have no interest for information literacy skills					

22. In your own opinion, what do you think are the major challenges facing information literacy programs?

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**APPENDIX III**

**INTERVIEW GUIDE FOR LIBRARY STAFF**

**Collaboration between the library staff and the faculty**

1. How can you describe the cooperation between staff and faculty regarding information literacy program?

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**Resources for teaching and learning Information Literacy**

2. How can you describe the status of resources to support information literacy programs?

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**Section D: Perception of Students & staff towards Information Literacy programs**

3. How can you describe the perception of staff and students towards information literacy programs?

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**The instructional methods used in offering Information Literacy programs**

- 4. How can you describe the effectiveness of the methods used to teach information literacy effective?

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**The major challenges encountered in the provision of Information Literacy**

- 5. In your own opinion, what are the major challenges facing information literacy programs?

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- 6. What do you think should be done to improve the Information Literacy programs at institutions of higher learning?

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